

R430-90-19, R430-50-19. CHILD DISCIPLINE.

Licensed Family 90-19:

- (1) The licensee shall inform non-emergency substitutes, caregivers, parents, and children of the licensee's behavioral expectations for children.

Residential Certificate 50-19:

- (1) The certificate holder shall inform non-emergency substitutes, parents, and children of the certificate holder's behavioral expectations for children.

Rationale / Explanation

Behavioral expectations for children should be based on the age and developmental level of the children. The purpose of this rule is to ensure that expectations for children's behavior are age-appropriate, and that all parties involved, including parents, children, and caregivers understand the provider's behavioral expectations. Children cannot be expected to conform to behavioral expectations if they do not know what those expectations are.
CFOC, pg. 64 Standard 2.039; pgs. 335-336 Standard 8.005

Enforcement

Examples of age-appropriate behavioral expectations for children could include:

Infants: Ages Birth to 11 Months

- *May cry because they are under distress or trying to communicate.*
- *Cries or screams when dropped off because they have separation anxiety.*
- *Puts everything in their mouth because they explore through taste.*
- *Feels and touches everything because they learn and explore by using their 5 senses.*

Toddlers: Ages 12 Months to 24 Months

- *Everything goes in their mouths because they explore through taste.*
- *Feels and touches everything because they learn and explore by using their 5 senses.*
- *May cry, hit or bite to get their way or to communicate with others.*
- *Give hugs, smiles, hit or bite because they do not have verbal skills. This is their only way of expressing their emotions.*
- *May show signs of anxiety especially during change. This is shown by withdrawing, crying, clinging and a desire to be held.*

Two Year-Olds:

- *Like to assert their independence.*
- *Often express the word no and mine because they want to play with others but they do not know how.*
- *Have a hard time sharing.*
- *Exhibit mood swings because they want to express themselves and do not know how.*

3 – 5 Years-Olds:

- *Have a great desire to please adults.*
- *May still have a hard time sharing and taking turns or playing with others.*
- *May have outbursts of emotions.*
- *Independent. They do well when given choices so they can prove to themselves and others that they can be successful.*
- *Often tell on others. They do this to prove that they know the rule and want others to know they know.*
- *Like to play in small groups but may need some guidance.*

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School-age Children:

- As a general rule these children have a desire to cooperate.
- Like to play with others but want to be recognized as an individual.
- Decision makers. They do well when they are part of classroom decisions.
- Will often stretch the truth to meet their social needs.

Always Level 3C Noncompliance.

Licensed Family 90-19, and Residential Certificate 50-19:

- (2) Providers and volunteers may discipline children using positive reinforcement and redirection, and by setting clear limits that promote a child's ability to become self-disciplined.**

Rationale / Explanation

The word "discipline" originates from a Latin root that implies learning and education. The modern dictionary defines discipline as "training that develops self-control, character, or orderliness and efficiency." Unfortunately, common usage has corrupted the word so that many consider discipline synonymous with punishment, most particularly corporal punishment. CFOC, pg. 64 Standard 2.039

Discipline is most effective when it is consistent, recognizes and reinforces desired behaviors, and offers natural consequences (for example, when a child breaks a toy, the toy no longer works) and logical consequences (for example, not being able to play in the sandbox for a period of time as a consequence for throwing sand) for negative behaviors. Research studies have found that corporal punishment has limited effectiveness and potentially harmful side effects. Time out should not be used with infants and toddlers because they are too young to cognitively understand this consequence. CFOC, pg. 64 Standard 2.039

Discipline should be an ongoing process of teaching that helps children develop inner control so that they can manage their own behavior in a socially acceptable manner. Children must be given understandable guidelines for their behavior if they are to develop inner control of their actions. The aim of discipline is to develop personal self-discipline. CFOC, pg. 64 Standard 2.039

Appropriate alternatives to corporal punishment vary as children grow and develop. As infants become more mobile, caregivers must create a safe space and impose limitations by encouraging activities that distract or redirect children from harmful situations. Brief verbal expressions of disapproval can help prepare older infants and toddlers for later use of reasoning. However, caregivers cannot expect infants and toddlers to be controlled by verbal reprimands. Preschoolers have begun to develop an understanding of rules and can be expected to understand natural and logical consequences and brief time out (out-of-group activity) as the result of undesirable behavior. School age children begin to develop a sense of personal responsibility and self-control, and will recognize the removal of privileges (such as the loss of participation in an activity). CFOC, pgs. 65-66 Standard 2.042

Licensed Family 90-19, and Residential Certificate 50-19:

- (3) A provider may use gentle, passive restraint with a child only when it is needed to stop the child from injuring himself or herself or others or from destroying property.**

Rationale / Explanation

Children in out of home care in the United States have been shown to demonstrate more aggressive behavior than children reared at home or children in child care facilities in other countries. Children mimic adult behavior:

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adults who demonstrate loud or violent behavior serve as models for children. Caregiver intervention when children behave aggressively protects children and encourages them to exhibit more acceptable behavior. CFOC, pg. 65 Standard 2.040

When a child's behavior makes it necessary, for their own or others' protection, to restrain the child, the most desirable method of restraint is holding the child as gently as possible to accomplish the restraint. The child should not be physically restrained any longer than is necessary to control the situation. No bonds, ties, or straps should be used to restrain children. CFOC, pg. 66 Standard 2.043

Licensed Family 90-19, and Residential Certificate 50-19:

(4) Disciplinary measures shall not include any of the following:

- (a) any form of corporal punishment such as hitting, spanking, shaking, biting, pinching, or any other measure that produces physical pain or discomfort;**

Rationale / Explanation

These prohibited methods of discipline are considered psychologically and emotionally abusive, and can easily become physically abusive as well. Research has linked corporal punishment with negative effects such as later criminal behavior and learning impairments. CFOC, pgs. 65-66 Standard 2.042

Appropriate alternatives to corporal punishment vary as children grow and develop. As infants become more mobile, caregivers must create a safe space and impose limitations by encouraging activities that distract or redirect children from harmful situations. Brief verbal expressions of disapproval can help prepare older infants and toddlers for later use of reasoning. However, caregivers cannot expect infants and toddlers to be controlled by verbal reprimands. Preschoolers have begun to develop an understanding of rules and can be expected to understand natural and logical consequences and brief time out (out-of-group activity) as the result of undesirable behavior. School age children begin to develop a sense of personal responsibility and self-control, and will recognize the removal of privileges (such as the loss of participation in an activity). CFOC, pgs. 65-66 Standard 2.042

Enforcement

Always Level 3B Noncompliance.

Licensed Family 90-19, and Residential Certificate 50-19:

(4) Discipline measures shall not include any of the following:

- (b) restraining a child's movement by binding, tying, or any other form of restraint that exceeds that specified in Subsection (3) above;**

Rationale / Explanation

These prohibited methods of discipline are considered psychologically and emotionally abusive, and can easily become physically abusive as well. Research has linked corporal punishment with negative effects such as later criminal behavior and learning impairments. CFOC, pgs. 65-66 Standard 2.042

Appropriate alternatives to corporal punishment vary as children grow and develop. As infants become more mobile, caregivers must create a safe space and impose limitations by encouraging activities that distract or redirect children from harmful situations. Brief verbal expressions of disapproval can help prepare older infants and toddlers for later use of reasoning. However, caregivers cannot expect infants and toddlers to be controlled

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by verbal reprimands. Preschoolers have begun to develop an understanding of rules and can be expected to understand natural and logical consequences and brief time out (out-of-group activity) as the result of undesirable behavior. School age children begin to develop a sense of personal responsibility and self-control, and will recognize the removal of privileges (such as the loss of participation in an activity). CFOC, pgs. 65-66 Standard 2.042

Enforcement

Always Level 3B Noncompliance.

Licensed Family 90-19, and Residential Certificate 50-19:

(4) Discipline measures shall not include any of the following:

(c) shouting at any child;

Rationale / Explanation

These prohibited methods of discipline are considered psychologically and emotionally abusive, and can easily become physically abusive as well. Research has linked corporal punishment with negative effects such as later criminal behavior and learning impairments. CFOC, pgs. 65-66 Standard 2.042

Enforcement

This rule is not intended to prevent a caregiver from shouting to a child in an emergency situation where there is a danger of immanent serious physical harm. For example, to prevent a child from running into the street.

Always Level 3C Noncompliance.

Licensed Family 90-19, and Residential Certificate 50-19:

(4) Discipline measures shall not include any of the following:

(d) any form of emotional abuse;

Rationale / Explanation

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Appropriate alternatives to corporal punishment vary as children grow and develop. As infants become more mobile, caregivers must create a safe space and impose limitations by encouraging activities that distract or redirect children from harmful situations. Brief verbal expressions of disapproval can help prepare older infants and toddlers for later use of reasoning. However, caregivers cannot expect infants and toddlers to be controlled by verbal reprimands. Preschoolers have begun to develop an understanding of rules and can be expected to understand natural and logical consequences and brief time out (out-of-group activity) as the result of undesirable behavior. School age children begin to develop a sense of personal responsibility and self-control, and will recognize the removal of privileges (such as the loss of participation in an activity). CFOC, pgs. 65-66 Standard 2.042

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Enforcement

Always Level 2C Noncompliance.

Licensed Family 90-19, and Residential Certificate 50-19:

- (4) Discipline measures shall not include any of the following:
- (e) forcing or withholding of food, rest, or toileting; and,

Rationale / Explanation

These prohibited methods of discipline are considered psychologically and emotionally abusive, and can easily become physically abusive as well. Research has linked corporal punishment with negative effects such as later criminal behavior and learning impairments. CFOC, pgs. 65-66 Standard 2.042

When adults use food to modify behavior, children can come to view eating as a tug-of-war and are more likely to develop lasting food dislikes and unhealthy eating behaviors. CFOC, pg. 169 Standard 4.039

Enforcement

Always Level 2C Noncompliance.

Licensed Family 90-19, and Residential Certificate 50-19:

- (4) Discipline measures shall not include any of the following:
- (f) confining a child in a closet, locked room, or other enclosure such as a box, cupboard, or cage.

Rationale / Explanation

These prohibited methods of discipline are considered psychologically and emotionally abusive, and can easily become physically abusive as well. Research has linked corporal punishment with negative effects such as later criminal behavior and learning impairments. CFOC, pgs. 65-66 Standard 2.042

Appropriate alternatives to corporal punishment vary as children grow and develop. As infants become more mobile, caregivers must create a safe space and impose limitations by encouraging activities that distract or redirect children from harmful situations. Brief verbal expressions of disapproval can help prepare older infants and toddlers for later use of reasoning. However, caregivers cannot expect infants and toddlers to be controlled by verbal reprimands. Preschoolers have begun to develop an understanding of rules and can be expected to understand natural and logical consequences and brief time out (out-of-group activity) as the result of undesirable behavior. School age children begin to develop a sense of personal responsibility and self-control, and will recognize the removal of privileges (such as the loss of participation in an activity). CFOC, pgs. 65-66 Standard 2.042

Enforcement

Always Level 2C Noncompliance.